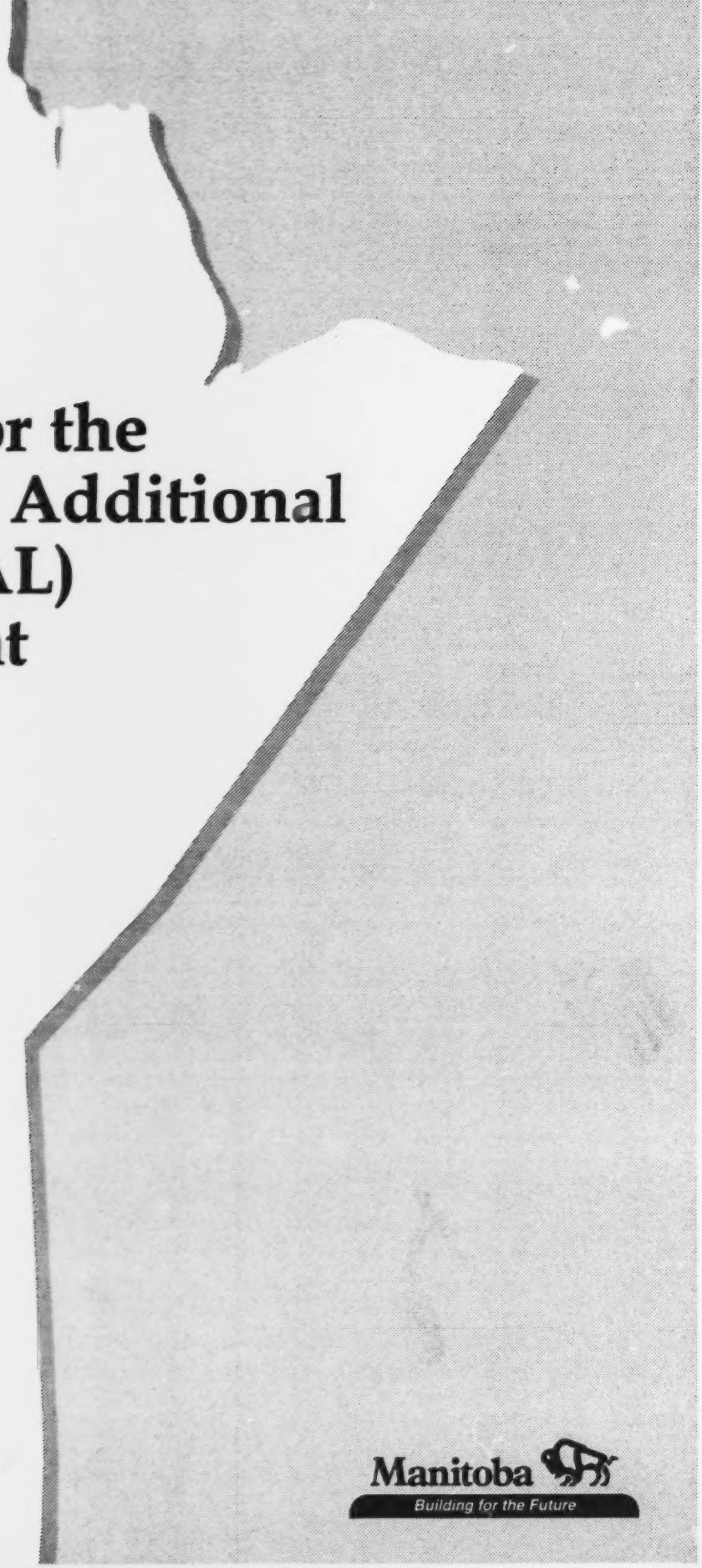
Guidelines for the English as an Additional Language (EAL) Support Grant

(2006–2007)



Manitoba

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February 2006

To: Superintendents of Education
Chairs of School Boards
Secretary Treasurers
Student Services Administrators
Principals of Schools (Kindergarten to Senior 4)

Dear Colleagues:

Re: ***Guidelines for the English as an Additional Language (EAL) Support Grant (2006-2007)***

The purpose of this letter is to provide additional information about the English as an Additional Language (EAL) Support Grant, announced by the Minister of Education, Citizenship and Youth on January 26, 2006.

Before reviewing the details below on changes and enhancements to funding for EAL, please note that Manitoba is implementing a change from using the term English as a second language (ESL) to English as an additional language (EAL). This change reflects the fact that EAL learners may already be fluent in other languages.

English as an Additional Language (EAL) Support Grant

As a result of increased funding for EAL, an additional $1.7 million will be available to Manitoba school divisions for the 2006-2007 school year. The restructuring of the EAL Support Grant extends eligibility to four years and increases funding available in a student's first year of EAL programming. Previously, students in Grades 1 to 8 were eligible for only two years of funding, and students in Senior Years were eligible for three years of funding.

EAL support is available for pupils with limited proficiency in the English language who are receiving EAL curriculum, instruction, and related services on September 30, 2006. Funding will be provided for a maximum of four consecutive years.

Support rates per eligible FTE* pupil receiving EAL support are as follows:

Year 1 of EAL Programming	Year 2 of EAL Programming	Year 3 of EAL Programming	Year 4 of EAL Programming
$775	$750	$750	$600

* FTE—full-time equivalent

.../2

Strengthening EAL Programming and Services

New *Guidelines for the English as an Additional Language (EAL) Support Grant (2006-2007)* (attached) provide direction for the planning and implementation of EAL programming and services. It is important that school divisions and schools review their current EAL policies, programming, and services as an initial step in EAL planning. Key areas to address include:

- documenting and implementing divisional and school EAL policies, protocols, and procedures for the effective identification, assessment, and ongoing monitoring of EAL learners
- ensuring that EAL Support Grant resources are directed towards appropriate EAL programming and supports for learners at different stages of EAL development

To assist school divisions and schools in implementing the new guidelines and other EAL initiatives, the Department will offer professional learning opportunities in the 2006-2007 school year. In addition, divisional consultations and visits are planned to allow for gathering of information, identification of successes, and tracking of local developments in EAL programming and initiatives.

Please note that the *Guidelines* regarding the EAL Support Grant are available on the Department's website at: <http://www.edu.gov.mb.ca/ks4/cur/diversity/eal/>.

For additional programming information, please contact:

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Email: Ttavares@gov.mb.ca

I hope that you find *Guidelines for the English as an Additional Language (EAL) Support Grant (2006-2007)* a useful resource. I welcome your comments and invite you to complete the attached feedback form. Please fax it to my attention at (204) 945-5060.

Yours sincerely,

Diane Cooley

Diane Cooley
Acting Director
Instruction, Curriculum and Assessment Branch

Attachments

c. Tony Tavares, Consultant, Instruction, Curriculum and Assessment Branch
Manitoba Association of Parent Councils
Manitoba Association of School Business Officials
Manitoba Association of School Superintendents
Manitoba Association of School Trustees
Manitoba Teachers' Society
Teachers of English as a Second Language (TESL) in Manitoba

106-03277/

Feedback Form

Manitoba Education, Citizenship and Youth welcomes your response to the enclosed document and invites you to complete and return this feedback form.

Document Title: *Guidelines for the English as an Additional Language (EAL) Support Grant (2006-2007)*

1. Please indicate your role in the learning community.

☐ Parent ☐ Teacher ☐ Resource Teacher ☐ School Administrator ☐ Counsellor

☐ School Trustee ☐ School Division/Education Authority Administrator

☐ Other: _____

2. Please indicate which format(s) of the document you used.

☐ Print Copy ☐ Online Posting ☐ Both Formats

3. Please respond to each of the following statements by circling the applicable number.

The document content is	Strongly Agree	Agree	Disagree	Strongly Disagree
a. appropriate for its intended purpose	1	2	3	4
b. suitable for a variety of learning styles (e.g., visuals, graphics)	1	2	3	4
c. clear and well organized	1	2	3	4

Comments: _____

_____

4. How effectively does this document address the needs of your learning community or organization? Please explain.

_____

_____

_____

_____

_____

_____

_____

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Document Title: *Guidelines for the English as an Additional Language (EAL) Support Grant (2006-2007)*

5. Explain which aspect(s) of the resource you found to be

   a. most useful: _____

   b. least useful: _____

6. Additional comments: _____

7. May we contact you for further information? ☐ Yes ☐ No

   If yes, please provide the following:

   Name: _____

   School: _____

   Phone: _____ Fax: _____

Thank you for taking the time to provide valuable feedback.

Please return the completed feedback form to:

Diane Cooley
Acting Director, Instruction, Curriculum and Assessment Branch
Manitoba Education, Citizenship and Youth
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GUIDELINES FOR THE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) SUPPORT GRANT

(2006–2007)

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This document is available on the Manitoba Education, Citizenship and Youth website at <http://www.edu.gov.mb.ca/ks4/cur/diversity/eal/>.

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Introduction

These *Guidelines for the English as an Additional Language (EAL) Support Grant (2006–2007)* provide Manitoba school divisions with direction for supporting EAL learners. Developed by Manitoba Education, Citizenship and Youth, the guidelines provide a basis for consistency, quality, equity, and flexibility in the delivery of EAL services in Manitoba. They are consistent with the Department's *Report on the English as a Second Language Program Review: The Renewal of Kindergarten to Senior 4 ESL Programming in Manitoba* (December 2003) and with the *Kindergarten to Senior 4 ESL Action Plan 2005–2008* (May 2005). (For further details about the funding available through the ELA Support Grant, see Appendix A: Funding Support.)

Definition of an EAL Learner

For the purposes of these guidelines, English as an additional language* learners are those whose first or primary language(s) is other than English and who require specialized programming and/or additional services to develop English language proficiency and to realize their potential within Manitoba's school system. (For definitions of terms, see Appendix C: Glossary.) Some learners speak variations of English that differ significantly from the English used in the broader Canadian society and in school; they may also require EAL support.** The term "additional language" signifies that learning English should be an additive process that builds on and expands a learner's linguistic repertoire.

Background

Manitoba schools have offered EAL services for many years. These services have grown in magnitude and complexity to match increasing numbers of learners and shifting immigration patterns. Whereas the majority of immigrants once came from European countries, immigration today is predominantly from Pacific Rim countries, Africa, and Latin America. Since 2001, the number of eligible EAL learners reported for funding purposes in Manitoba has almost doubled, with most EAL learners located in Winnipeg, southern Manitoba, and Brandon area school divisions.

* Some literature uses the term English as a second language (ESL) or English for speakers of other languages (ESOL).

** Some literature uses the term English as a second dialect (ESD).

Because of shifts in immigration patterns, many learners are unfamiliar with the Roman alphabet or with Western traditions, history, or lifestyle. EAL services must, therefore, include an orientation to Manitoba society, as well as a focus on the teaching of English. The arrival of greater numbers of refugees has also increased the need for counselling support to assist their integration into school. In addition, some Canadian-born learners require assistance because they use a language other than English and/or a dialect of English in their homes and are not able to cope adequately with the provincial school curriculum. EAL learners should have educational opportunities that allow them to develop their full individual potential.

Manitoba Education, Citizenship and Youth will work with school divisions and schools to ensure that all learners—whether born in Manitoba or immigrants to the province—who require assistance with learning English will have opportunities to develop their English language skills. The EAL guidelines continue the Province's commitment to effective language education, diversity, and equity in Manitoba schools.

Goals and Principles of EAL Education

Important goals of the Manitoba school system include supporting the intellectual, linguistic, and social development of learners in order to enhance their personal, career, and life choices. These goals apply equally to all learners. Enabling learners to achieve these goals is a collective responsibility shared by schools, families, and the community. To help realize these goals for those learning English as an additional language, the education system in Manitoba needs to provide services and programming to ensure that the school system is equitable, appropriate, relevant, accessible, and accountable.

EAL education should:

- assist learners in adding English to their linguistic repertoire and becoming proficient in the language
- provide learning opportunities that will allow learners to continue to develop intellectually and as citizens
- assist learners in successfully integrating into and contributing to the classroom and school community
- enable learners to benefit from school programming and to achieve the learning outcomes identified in the provincial curriculum
- enhance choices and opportunities for learners to access and benefit from adult and post-secondary learning experiences

Support for EAL learners requires attention to language development and proficiency, intellectual, social, and emotional development, and citizenship education. Such support is maximized in a school environment that values diversity, bridges cultures, and works to eliminate racism.

The following principles reflect Manitoba's beliefs about the needs of EAL learners:

- English language proficiency and knowledge of Canadian cultu are fundamental to the success of learners in the school system and in society.
- There are educational, social, and economic benefits to maintaining a learner's first language(s).* The educational system, therefore, should respect and value an individual's first language(s) and culture, and recognize the importance of the continued use of the first language(s).
- Learning is enhanced by the judicious use of two or more languages.
- To facilitate learning, learners should see their history, literature, and cultural experiences in general reflected in the classroom and in the curriculum.
- Learners require competence in both social and academic communication to participate fully in educational settings. Academic communicative competence is more difficult to acquire and takes more time than acquiring basic interpersonal communication skills.
- Equity of access to services, facilities, and resources should be provided for EAL learners.
- EAL learners who also have exceptional learning needs may require additional services.
- Parents/guardians play a vital role in the education of their children by working in partnership with educators. Parental support is an important component of an EAL learner's education. Parents are encouraged to participate actively in the learning process.
- Fundamental principles in reporting to parents apply to parents of EAL learners as well. Effective reporting should recognize language and cultural differences, and in some cases will require multilingual documents and services.
- EAL services should reflect current knowledge with regard to educational research and effective practices.

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* Consistent with the policy of Manitoba Education, Citizenship and Youth, many learners may be eligible to receive credit toward meeting graduation requirements by demonstrating linguistic competence through the Special Language Credit Option.

Planning and Implementing EAL Programming: A Shared Responsibility

Educators, administrators, school boards, and Manitoba Education, Citizenship and Youth are responsible for various aspects of planning and implementing EAL programming.

The Department has a responsibility to set educational outcomes and standards, to promote educationally appropriate EAL services, and to provide guidelines for the appropriate identification and assessment of learners who require EAL services. School divisions have the responsibility to provide educationally appropriate EAL services, to ensure that EAL learners are identified, have valid and appropriate assessments, are placed in learning environments suitable to their needs, and receive appropriate instruction designed to achieve educational goals, and to ensure that regular reporting is provided for learners and their parents/guardians.

The departmental and divisional roles and responsibilities are outlined below, along with the roles of schools and educators.

Roles and Responsibilities

Manitoba Education, Citizenship and Youth:

- promotes the equitable participation of EAL learners in the educational system in Manitoba
- sets curriculum outcomes and standards, develops necessary policy, and establishes guidelines for EAL services
- provides and allocates funding to school divisions
- works with teams of educators to identify effective practices in EAL and supports educators' efforts to improve EAL services
- analyzes learner enrollment trends and distribution to facilitate long-term educational planning

School divisions:

- provide educationally appropriate EAL services to all learners who require them
- develop local EAL policy, protocol, and procedures
- ensure that educators assigned to deliver EAL services are appropriately trained and have the necessary skills
- ensure that all educators and support staff who work with EAL learners have access to relevant professional learning opportunities
- identify who is responsible for coordinating and administering EAL services in the school division

Schools:

- implement EAL services
- enroll learners and determine classroom and grade placement
- plan educational programming for learners
- inform parents/guardians and consult with them about decisions concerning EAL programming and other aspects of educational planning that significantly affect their children
- facilitate access to resources and support for effective implementation of EAL services
- facilitate collaboration among all educators providing EAL services
- promote an environment that values diversity, bridges cultures, and works to eliminate racism

Teachers of EAL learners:

- work collaboratively to identify, plan, and provide services for EAL learners
- provide effective instruction
- provide ongoing assessment
- report learner progress

Focus on the Learner

Learners for whom English is an additional language vary substantially in their needs for services and supports. Some variables that account for these needs include the learner's age, proficiency and literacy in the first language, prior exposure to English, previous school experience, cultural and emotional context, and the demands of the curriculum. These individual differences should be reflected in the educational planning services that the learner receives.

Planning for the Learner

Effective planning for EAL learners addresses short- and long-term linguistic and educational goals and career aspirations. Appropriate programming ensures that learners have opportunities for educational success and achieve the learning outcomes of the provincial EAL curriculum* and the subject-area curricula, as applicable.

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* *Kindergarten to Senior 4 English as an Additional Language (EAL): Manitoba Curriculum Framework of Outcomes* is in development. A draft version is available online at <http://www.edu.gov.mb.ca/ks4/cur/diversity/eal/>.

Adaptations and modifications may be required for EAL learners to address their level of English language proficiency and their prior educational and cultural experiences. (This may include reducing, revising, and/or replacing learning outcomes.) Based on the assessed needs of the learner, teachers determine the instructional goals that can reasonably be met in the current school year. These should be recorded in the learner's instructional plan, which includes a schedule or list of the specialized services being provided for that learner.

EAL learners will follow provincial curricula appropriate to their EAL stage of development. This will include the EAL curriculum and appropriate adapted or non-adapted subject-area curricula. In the Senior Years, programming may include E-designated courses, provincial EAL courses, school-initiated courses (SICs), and compulsory and optional, non-EAL courses in a variety of subject areas. To graduate, EAL learners must meet the graduation requirements set by Manitoba Education, Citizenship and Youth. (E-designated courses may be used to meet Senior Years graduation requirements. See Appendix C: Glossary.)

Schools that provide appropriate instruction and assessment, as well as adaptations such as increased time and/or specialized educational materials, give EAL learners the greatest opportunity to experience success. Learners who receive appropriate specialized EAL programming and services are more likely to develop the language, literacy, and subject-area knowledge and skills required to achieve the learning outcomes of the provincial curriculum or to continue their studies in the post-secondary or adult learning system. Until EAL learners have reached an age- and grade-appropriate level of English language proficiency and require only basic adaptations and scaffolding to enable them to participate meaningfully and successfully in non-EAL-designated classrooms or courses, appropriate specialized EAL programming and services are essential.

Programming and assessment for EAL learners should be guided by contemporary knowledge and research on effective second or multiple language learning and EAL approaches and practices. A critical element of effective educational planning and instruction is the appropriate reception, initial identification and assessment, and placement of EAL learners. Assessment processes and tools should provide an accurate picture of a learner's prior language and academic experiences, level of development, and programming needs. The provision of EAL services, the ongoing review of learner progress, and the suspension of or exiting from EAL programming and/or services are professional responsibilities shared by all who are involved in providing direct or indirect educational supports and programming.

Policy, Protocol, and Procedures for EAL Programming and Services

It is important for school divisions and schools to have appropriate policies, protocols, and procedures in place to support and welcome learners to their new school community and culture, and to guide a sensitive, manageable, and ultimately successful integration process. (See Appendix B: Documenting EAL Policy, Protocol, and Procedures.) In addition to setting up procedures for the reception, orientation, identification, assessment, and placement of learners, and for monitoring their progress, schools will need to find ways to establish and maintain effective communication with EAL learners and their parents/guardians and to promote an inclusive and supportive school environment. Schools should also give thought to the needs of learners who arrive during the school year and make special provisions to ensure their effective integration into classes that are already in progress.

Reception and Orientation

Schools need to establish regular procedures for receiving new learners and assessing their educational and linguistic backgrounds and needs. Reception and orientation procedures that provide a welcoming atmosphere and support new learners and their families are an essential part of the successful integration process. A useful approach during the initial reception phase is to designate school personnel who collect background information about the learner to assist in initial assessment and placement decisions and take steps to establish open and positive communication with the home. The assistance of an interpreter may be required to ensure successful communication.

School divisions and schools may decide to establish a team with responsibility for the reception of EAL learners and their families and their induction to the school community. Depending on individual school circumstances, the team may consist of administrators, teachers, and support staff. A designated member of the team (usually the classroom or EAL teacher) collects initial background information about the learner, including personal history, circumstances of immigration, previous educational experience, education plans, and career aspirations. This process should include the review of any educational documents that the learner may bring or may be able to access. If documents are not accessible, information should be gathered about previous schooling from the learner and/or the parents/guardians, including details of the number of years of schooling completed and any significant interruptions in the learner's education (e.g., in the case of refugees).

A member of the team should be responsible for providing essential orientation information to the learner and family. It is helpful to have this information available in printed form so that newcomers are not overwhelmed by the need to assimilate a great deal of information all at once. It is also helpful to provide this information in the learner's first language.

Orientation information may include:

- basic information about the school community and the structure of the school day and year
- the names of the principal, the classroom/subject-area teachers, and the EAL teacher, where available
- the telephone numbers of the school, of relevant community organizations, and of bilingual contact persons and interpreter services
- a description of support services available from the school division
- a description of important school norms and rules, such as those outlined in the Code of Conduct (including the dress code), and information about lunch times and facilities, bus schedules, and emergency procedures
- a description of the Manitoba school system
- information about the roles and responsibilities of parents in Manitoba schools

The classroom teacher, the EAL teacher, or a designated person should introduce the new learner to classroom learning partners or learner guides, including, if possible, some who speak the newcomer's language and who will help orient the learner to the school and its routine.

Initial Identification and Assessment

The purpose of the initial assessment is to gather critical and detailed information about each learner's educational background and experiences and level of proficiency in English and/or the first or dominant language to determine appropriate programming needs. Ideally, initial assessment information should be gathered formally and informally over a period of one to two weeks. Observation of learners as they participate in reading and writing tasks and in mathematics activities, interact with peers, and respond to new tasks and learning situations will provide important information about learner development and language competence.

EAL learners arrive with a variety of literacy experiences. Some have well-developed literacy skills in their first or dominant language. Others, who may have had limited, disrupted, or non-existent educational opportunities, may not have developed grade-appropriate literacy skills in their first language. Determining the learner's level of literacy in his or her first language will help clarify the level of support the learner will require while learning English. The assistance of interpreters or translators and the use of dual language materials may be helpful, where those services and resources are available. The learner's proficiency in using the first language in initial writing tasks can provide information about his or her literacy skills.

Appropriate Placement

Early and Middle Years learners should generally be placed in the grade that is appropriate for their age, rather than in a lower grade based on their level of academic functioning. Learners' academic development and social development are enhanced in an environment where they are able to engage in the learning process with their peers. Information gathered from learner records, from parents/guardians, and through the initial assessment will help identify what type of EAL programming would be most appropriate for the learner. Rates of English-language acquisition vary from learner to learner.

Ongoing monitoring of learner progress and a flexible approach are needed to ensure that the learners' EAL programming continues to be appropriate for them. When assessment and monitoring of a learner's progress indicate that he or she may be functioning at a level several grades behind peers, teachers should try to obtain more information about the learner's educational background, including any experiences of disrupted schooling or limited access to schooling in the country of origin. With focused literacy instruction, the learner can probably make steady gains toward catching up with peers. Even so, some EAL learners—about the same proportion as learners in the general school population—may have learning difficulties that are not related to a lack of knowledge of English or to gaps in their schooling.

Monitoring

Each learner's academic progress and social integration should be monitored by the classroom teacher and, where available, the EAL teacher. While the initial assessment may provide sufficient information for initial programming, it is important to assess each learner's progress on an ongoing basis. Tracking each learner's academic and linguistic development and progress in second-language acquisition assists in adjusting the learner's programming and supports as needed. A learner may appear to be completely integrated into the mainstream programming within two or three years. However, the learner's progress should continue to be monitored until he or she has demonstrated a level of proficiency in English skills similar to that of his or her English-speaking peers.

Ongoing Review

At least annually, the learner's progress should be reviewed through an assessment of English language proficiency and academic progress. If the learner is not progressing as expected, it may be necessary to assess the learner's needs further and to adjust services accordingly.

If the review determines that the learner is functioning at the age and grade level commensurate with abilities, the learner may no longer require EAL services. This does not preclude the learner receiving EAL services in the future, should the need arise.

Reporting Progress

The requirements for reporting the progress and achievement of EAL learners who are following a *non-adapted* or *non-modified provincial curriculum* for a specific course, subject, or grade are the same as those established in the provincial curriculum documents. Letter grades and percentages, where appropriate, are used to indicate learners' levels of performance in relation to the identified learning outcomes. Where Senior Years learners are enrolled in EAL school-initiated courses (SICs), E-designated courses, and/or provincial Senior Years EAL courses, letter grades and percentages are appropriate to report learner progress.

Letter grades are not appropriate where Kindergarten to Grade 8 EAL learners are not yet able, due to their level of language proficiency, to follow the provincial curriculum or a course in a locally developed curriculum. In these cases, *Kindergarten to Senior 4 English as an Additional Language (EAL): Manitoba Curriculum Framework of Outcomes* (currently in development) should be used to assess learners and to prepare progress reports. Progress reports should contain information describing what the learners can do, areas in which they require further attention or development, and ways of supporting them in their learning. It is important that parents/guardians be informed of their child's progress in social and academic language competence as part of the regular reporting process. Wherever possible and appropriate, interpreters should be provided for parent-teacher conferences.

Teachers have the professional obligation to report progress only for learners whom they have personally instructed, assessed, and evaluated. Where an EAL specialist is responsible for providing some portion of the learner's educational programming, he or she should provide written information on the learner's progress for inclusion with the report of the classroom teacher.

Delivery of EAL Services

Appropriate EAL instruction and programming are essential elements of EAL service provision in a school division or school to assist learners to become proficient in English, to develop intellectually and as citizens, and to enable them to achieve the learning outcomes of the provincial curriculum. In addition, a variety of other EAL services may be provided to assist learners and schools. Factors such as individual learner needs, the number of learners requiring services, and their location throughout the school and school division will determine the ways in which EAL services are delivered. Services must be flexible in response to changing needs and must be reflective of both the needs of the learners and the characteristics of the school division.

EAL services may be delivered in a number of ways, and may include:

- specialized EAL programming such as EAL classes/classrooms, EAL instruction and/or programming, and newcomer, bridging, or transitional programming
- divisional reception centres, specialized EAL assessment, and educational planning supports
- specialized EAL courses, such as locally developed school-initiated courses (SICs), provincial Senior Years courses,* and EAL supportive services within non-EAL classroom settings
- EAL specialist support to the classroom teacher
- counselling and social/emotional support
- interpreter/translator and community liaison support

The EAL specialist, the classroom teacher, and others with appropriate expertise have a role to play in EAL service delivery, depending on the nature of the services to be provided. The ultimate goal of EAL learning is social and academic communicative competence—the ability to use the English language appropriate for the situation. The assessment of such competence is an area of specialized knowledge. Assessment decisions in this area should ideally be made by educational professionals with EAL training, in conjunction with classroom teachers and others, as appropriate.

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* For an example of a provincial course, see *English Language Arts: English as a Second Language for Academic Success: A Course for Senior 4 ESL Learners.* A consultation draft is available online at <http://www.edu.gov.mb.ca/ks4/cur/diversity/eal/>.

APPENDICES

Appendix A: Funding Support *15*

Appendix B: Documenting EAL Policy, Protocol, and Procedures *16*

Appendix C: Glossary *18*

Appendix A: Funding Support

Manitoba Education, Citizenship and Youth provides funding for eligible students to enhance the capacity of Manitoba school divisions to provide EAL learners with appropriate programming and services. The English as an Additional Language (EAL) Support Grant is available for pupils with limited proficiency in the English language who are receiving EAL curriculum, instruction, and related services and are reported in the enrollment on September 30 of each school year. Funding is provided for a maximum of four consecutive years.

Support rates per eligible FTE* pupil receiving EAL support are specified below.

Support Rates Per Eligible FTE Pupil Receiving EAL Support			
Year 1 of EAL Programming	Year 2 of EAL Programming	Year 3 of EAL Programming	Year 4 of EAL Programming
$775	$750	$750	$600

*FTE—full-time equivalent

Note: Accountability for funding is presently under review. This document will be updated to reflect decisions about reporting.

Appendix B: Documenting EAL Policy, Protocol, and Procedures

Documenting school division and/or school EAL policy, protocol, and procedures helps ensure consistency, quality, equity, and flexibility in the delivery of EAL programming and services. The following types of documentation should be considered to provide clear direction for those with responsibility for EAL programming and services.

1. Document school division EAL policy, protocol, and/or procedures. In the documentation, describe:
   - reception and assessment policies and procedures
   - instructional approach
   - programming guidelines
   - divisional planning and coordinating mechanisms
   - roles and responsibilities of divisional and school personnel
2. Document linguistic and academic assessment, monitoring, and educational planning and programming for each EAL learner:
   - Include an English language proficiency assessment (or, for new learners, an initial assessment) that confirms the learner is functioning with limited English language proficiency and requires specialized services to develop intellectually, to develop as a citizen, and to achieve the curricular learning outcomes.
   - Include an EAL instructional plan designed to address the learner's needs, as indicated by the English language proficiency assessment. An EAL instructional plan should:
     — document initial and ongoing language assessment information
     — detail short- and long-term educational goals, including EAL programming, curriculum and course adaptations, key learning resources, and assessment and evaluation plans
     — detail the nature and amount of direct support provided by an EAL/specialist teacher or educational assistant and/or a list of specialized services being provided for the learner
     — document student progress and development in EAL and subject-specific programming
     — be developed collaboratively by specialist EAL teachers or other teachers with second language teaching experience and training
     — be reviewed regularly to ensure appropriate programming is provided and that learner progress is documented

3. Describe additional EAL services being provided at the school or school division level. These EAL services might include:
   - reception centres
   - direct instruction in reception classes
   - pull-out services
   - specialist support to a classroom teacher or an educational assistant
   - additional services provided in a regular classroom environment

   When teachers use strategies to adapt (changing the teaching process, the types of materials, and/or the assignments or products a student may produce) to achieve the identified learning outcomes, documentation should indicate how these adaptations specifically address the EAL needs identified in the learner's English language proficiency assessment.

4. Provide evidence that EAL programming and services are addressed in the school division or school plan, as appropriate.

Appendix C: Glossary

academic communicative competence: the ability to use language to communicate academic knowledge within and across subject areas and reach one's potential academically within the context of formal schooling. A variety of factors are involved, including the EAL learner's previous academic experiences, literacy background, previous life experiences (e.g., trauma), motivation to learn the language, personality, and developmental history.

adaptation of the curriculum: changing the teaching process, the types of materials, and/or the assignments or products a student may produce to achieve the identified learning outcomes. Adaptation retains the learning outcomes of the provincial curriculum, and is provided so the learner can participate in the school programming. Learners receiving instruction that is an adaptation of the curriculum are assessed using the established standards and can receive credit for their work.

appropriate EAL services: services provided for EAL learners who cannot meet the identified learning outcomes. They may include in-class or pull-out EAL support, reception class support, or the support provided in locally developed curricula. Curriculum and instruction provided for EAL learners should reflect current research and effective EAL practices.

assessment: a systematic process of gathering information to make appropriate educational decisions for a learner. It is a collaborative and progressive process designed to identify the learner's strengths and needs, and results in the identification and implementation of selected educational strategies. Assessment of the EAL learner occurs initially to identify appropriate placement and services, and on an ongoing basis to determine progress.

dialect: a regional or social variety of language distinguished by features of vocabulary, pronunciation, and discourse that differ from other varieties.

EAL specialist: a person who has specialized training in the field of EAL—a concentration, diploma, or degree in EAL from the faculty of education of a recognized university.

E-designated courses: provincial Senior Years curriculum adapted for ESL learning purposes for which students may earn Senior Years credits. The "E" designation signals that the curriculum, instructional approach, and assessment have been adapted or modified to meet EAL learning needs. Further information on E-designated courses is outlined in departmental publications (see *Towards Inclusion: A Handbook for English as a Second Language Course Designation, Senior 1–4* and *Towards Inclusion: Programming for English as a Second Language Students, Senior 1–4*).

educationally appropriate services: services that reflect current knowledge with regard to effective EAL practices. They are provided by school divisions for all EAL learners along a continuum—from reception services for beginners, through transitional services, to services that offer support during full integration.

English as an additional language (EAL) learners: learners whose first or primary language(s) is other than English and who require specialized programming and/or additional services to develop English language proficiency and to realize their potential within Manitoba's school system.

integration: allows EAL learners to be included in educational settings with their peers, and to be provided with the necessary adaptations to enable them to be successful in those settings.

school-initiated course (SIC): a locally developed course that is part of the educational programming offered by the school division. SICs are developed by school divisions and schools and registered with the Department.

social communicative competence: the ability to use natural speech to communicate in social situations for a variety of purposes, and to function effectively in a variety of social contexts, including the classroom.

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